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ABSTRACT

This position paper and companion resource manual highlight the critical importance the National Council for Occupational Education (NCOE) gives to diversity issues in work force development. The position paper reports the NCOE's examination of the implications presented by the changing demographics in the U.S. work force and the potential mismatch with the increasingly technological work environment. It identifies a key role for the nation's community colleges in preparing a diverse work force. The position paper outlines a strong role for community colleges in a national work force development strategy and provides recommendations for local and national action. The resource manual consists of two sections. The first is a self-assessment document designed to assist colleges in looking critically at how well their institutions are preparing students to enter a work environment likely to be dramatically impacted by diversity. The second section consists of 10 exemplary programs selected for their outstanding approaches to serving students from diverse backgrounds. Components of each description include program title, institution, program type, abstract, and demographics. The programs are as follows: Visions: Learning for Life Initiative; Nursing Success Program; Environmental Technology; Project H.I.R.E.; ESL [English as a Second Language] and Electronics Technology; Minority Engineering Scholars; TMCC [Truckee Meadows Community College] Smart Starts 2; Pathway Program for Nursing and Allied Health; Women in Technology; and A.S.P.I.R.E. (YLB)

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ED 403 453

# Preparing a Diverse Workforce for the Twenty-First Century
## A Position Paper
## Education Series

# Preparing a Diverse Workforce for the Twenty-First Century
## A Resource Manual
## Monograph Series

National Council for Occupational Education

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# *National Council for Occupational Education Series*

# Preparing a Diverse Workforce for the Twenty-First Century

## A Position Paper

**NCOE Diversity Task Force**

Chairs:
Raul Ramirez
Diane Troyer

# Mission, Goals, Priorities

The National Council for Occupational Education is a private, non-profit, professional organization committed to promoting excellence and growth in occupational education. As an affiliate council of the American Association of Community Colleges, NCOE provides a national forum for workforce and economic development professionals to affect and direct the future of work-related education globally, and the role of two-year colleges in this arena. NCOE includes occupation, vocational, technical, and career educators, economic development professionals, business, labor, military, and government representatives.

## NCOE's Primary Goals

- To provide a national forum in occupational education and economic development;
- To support federal and state legislation enhancing post-secondary education and economic development;
- To advise AACC on policy development affecting occupational education;
- To provide critical information to members on current and future trends;
- To provide leadership through national and regional research studies, projects, and conferences; and
- To link NCOE members to other important organizations whose missions and goals are similar to those of the national council.

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# Abstract

The National Council for Occupational-Education's Diversity Task Force has examined the implications presented by the changing demographics in the American workforce and the potential mismatch with the increasingly technological work environment. The task force identified a key role for the nation's community colleges in preparing a diverse workforce. Community colleges should assert a stronger national role and work toward the formation of a national network supporting workforce development. The position paper outlines a strong role for community colleges in a national workforce development strategy and provides recommendations for local and national action.

# *Introduction*

## Community Colleges and Workforce Diversity

The American workforce is undergoing profound changes as a result of significant shifts in its demographics. Changes in ethnic composition, increasing numbers of female workers, retirements and retrenchments of older, white, male workers, and rapidly changing job profiles are creating a volatile "new workforce" for which training and retraining will present significant challenges. This "new workforce,"--increasingly comprised of populations that have traditionally been underprepared and underused--women, minorities, and immigrants--may also contain an aging and potentially inflexible core, one which may have difficulty in responding readily to the cultural and occupational demands of today's workplace without additional education.

Two critical problems of the emerging workforce must be handled effectively if the United States is to have the "world-class workforce" it needs to compete successfully in the emerging global economy. First, government, employers, and educators must understand and adjust to the composition of the new workforce. As the background, skills, and experiences of workers change, the assumptions we make about preparation, job design and expectation, and performance must change as well. Conventional methods of dealing with a relatively homogeneous workforce are largely irrelevant to the needs and assumptions of the emerging, diverse workforce. Second, we must deal with the changing nature of work itself. For most workers, the era of long-term, relatively unchanging, single function work is ending.

Work is changing because the workplace has changed and will continue to do so. In many areas, technology has already transformed the nature of work and supplanted many low-skill and mid-skill workers. Computer-driven or otherwise automated equipment now performs many basic functions in all forms of work, and those who once performed the functions are now finding themselves asked to manage new technology. Jobs are becoming increasingly more complex as technology requires of workers a wider array of advanced skills than workers have been prepared to use. Workers now find themselves part of a world in which jobs requiring minimal skills are essentially non-existent because technology has eliminated them.

The workplace now demands a workforce that not only can communicate, compute, and solve problems relatively independently but can also work in cross-functional teams. At the same time, it requires that the workforce possess a high level of technical knowledge and a great degree of mental flexibility, so that employees at all levels can update skills as their jobs and technologies change. Though there is general agreement that these qualities are essential

to the future competitiveness of the United States, there is much less clarity about the ways in which a workforce with these skills is to be developed from the increasingly diverse labor pool.

The emergence of a technology-driven workplace has already raised disturbing questions about the readiness of the U.S. workforce to meet its challenges. Long-employed workers often lack the broad training, flexibility, and motivation to adapt to new technologies and increased workplace expectations. New workers, in addition to lacking these qualities, often lack basic numeracy and literacy skills. If, as the U.S. Department of Education recently claimed, roughly half the population is functionally illiterate, ad hoc solutions, company by company or community by community, will not deal effectively with the problems of readying the emerging diverse workforce for productive participation in the new workplace. It is becoming increasingly obvious that a national workforce development strategy must be developed and this strategy must use every resource available as fully as possible.

The primary resource in any national workforce development strategy must be the nation's community colleges, and it is essential that community colleges assert that role. Unlike most other levels of education, community colleges have the mission, vision, and experience to prepare the workforce of the twenty-first century. A philosophy of open access assures all members of the community a combination of pre-employment education, on-the-job upgrade education, and career education within relatively manageable geographical range. Community colleges emphasize new directions and technology. Unlike any other segment of higher education, community colleges have a long, successful history of educating diverse populations for employment while dealing with their special needs as learners. These attributes should make community colleges central elements in the development of a diverse workforce appropriate to and effective in a newly technological workplace.

Community colleges should aggressively seek to participate in the development of the new workforce. No other segment of the education community has the breadth and depth of experience community colleges have in educating the very populations that will constitute the new workforce. They therefore have a responsibility to assert their role, based on mission and prior effectiveness, in the planning and implementation of national and state workforce development strategies.

## Diversity: Challenges and Opportunities

America's population is becoming culturally diverse, a change already reflected in the makeup of the emerging workforce. Minority and immigrant workers represent a significant percentage of today's labor market, and their share of that market is expected to increase steadily to 11.8% African-American, 4.1 % Asian, and 10.2% Latino by the year 2000, according to the Congressional Office of Technology Assessment. New entrants into the workforce during the 1990's will be 13% African-American, 6% Asian, and 15.7% Latino. According to the Bureau of Labor Statistics, between 1990 and 2005, six Latinos will enter the labor market for every one who leaves.

Other changes in the nature of the workforce will require attention as well. Economic fluctuations will make unemployed and part-time workers another large segment of the labor market. The workforce will be comprised of increasing numbers of female, disadvantaged, and older workers the traditional white, male majority that has defined the United States workforce for most of the last century will soon be only a small part of it. The American Society of Training and Development (ASTD)[1] estimates that 85% of those entering the new labor force will come from groups other than white males. So that group's relative share of the labor pool will shrink gradually but inexorably as this traditional majority workforce is replaced by minorities and females. These new worker populations present a new set of challenges for workforce preparation.

It is apparent that there is a growing mismatch between worker skills and industry needs. People from minority cultures and immigrants--men and women who traditionally have been employed in unskilled, low-wage jobs--must now perform jobs that require them to exercise a wide range of skills in highly complex environments. Since these traditionally underused populations generally required more extensive preparation because of differences in culture, language, basic skill level, or family obligations, businesses unprepared to deal with these differences tended not to invest heavily in their education and continued employment relying instead on the aging, traditional workforce. They can no longer do so. If U.S. business ignores the very real, very different educational needs of these populations, the United States will very quickly find itself without enough workers who can do the jobs the next century will require.

As these populations become the majority population in the workforce, employers' priorities will have to change. Ignoring the potential of these workers, even for what may seem sound short-term business reasons, could well be economically and socially disastrous. These workers, whatever their initial skill level or the economic investment needed to make them productive, must be made part of a well-trained, flexible, technologically adept workforce

through much more extensive pre-service and in-service training. Otherwise, as *America's Choice: High Skills or Low Wages*[2] makes clear; "Either the top 30 percent of our population will grow wealthier while the bottom 70 percent becomes progressively poorer, or we all slide into relative poverty together." Whatever happens to the 70% will certainly affect the 30%; this is a problem that cannot be ignored.

New strategies must be put place to assure that diverse populations, historically underprepared and underused, will have the full range of skills employers will demand in the next decade. America cannot afford to discard the major components of the new workforce in this time of increasing demand for skilled workers and decreasing numbers of "traditional" employees. While the presence of a traditional workforce in sufficient numbers has made it possible for employers, educators, and policy makers to countenance the slotting of non-traditional workers in low-skills jobs, the composition of the new workforce makes low investment--or non-investment--in non-traditional workers an impossibility. Ignoring the unique education needs of the new workforce will be devastating for the country, not only because of lost productivity but also because of the potential for an increased burden on the social services system.

# Meeting Challenges, Enhancing Opportunities

## What Can Community Colleges Do?

While many national workforce preparation policies, and those of most states, have attempted to address the problems presented by the emerging workforce, most of them do not consider or use fully a major resource, the nation's community colleges. By the same token, community colleges, collectively and individually, have been correspondingly sanguine about asserting their role. Both of these situations must change for they ignore systems already in place that can provide for most of the needs of the emerging workforce. In particular, community colleges must be more aggressive in asserting their leadership role in preparing the new workforce, largely because their missions, experiences, and methods of delivery have already proven effective with diverse populations.

Community colleges are anchored in programs and services designed to meet the needs of non-traditional populations, the constituents of the new American workforce. They have been designed to provide regional education, services, and functions that accommodate the needs of these populations in ways that other forms of education, secondary and post-secondary, cannot. While

open admissions, low tuition, scheduling alternatives, and flexible educational formats have traditionally provided access to these populations, other community college attributes--smaller classes, a teaching/learning emphasis, a wide range of credit and non-credit occupational programs that focus on real-world skills, developmental programs in such areas as verbal and numerical literacy, a variety of other "special needs" programs, and a wide range of support services, including day care, tutoring, and adult re-entry programs--make this segment of higher education singularly qualified to handle the needs of the diverse workforce of the future. Yet, although most community colleges already provide these education and support services to diverse populations, state plans and federal legislation tend to ignore this accomplishment.

Unfortunately community colleges have not been very effective in educating government and business about their abilities and missions. Few colleges seem to claim or capitalize on the role they can play in workforce development. Even fewer have asserted to the designers of workforce development strategies at state and national levels the fact that their missions and their performance certify that they should be the putative deliverers of educational services for the diverse workforce of the twenty-first century.

Community colleges have always been oriented toward serving the needs of non-traditional students. They serve primarily adult students, many already in the workforce. On the whole, they have educated more females than males and have therefore developed means of dealing with scheduling problems and family obligations. It is no coincidence that the largest percentages of minority populations are already enrolled in community colleges. According to an AACC Special Report on Minority Education, community colleges enrolled 57% of the Native Americans, 59% of the Latinos, 45% of the African Americans, and 44% of the Asian/Pacific Islanders in higher education in the early 1990s.

Community colleges are clearly suited and strategically placed, by mission and experience, to serve the educational needs of the new workforce, the only segment of the education community so suited. They can do right now what other segments of the education community are only just beginning to consider. Unfortunately, because community colleges are locally based and organized, national planning and legislation have never really acknowledged them as anything more than an adjunct to higher education (*vide* the recent Higher Education Reauthorization, which is essentially silent about them), vocational education (still generally seen as a high school activity in the language of the Perkins Act), and workforce training (JTPA and its prior incarnations created new social agencies or business-based structures while ignoring community college services already in place). To be recognized as the valuable resources that they are, community colleges must

make their importance in national workforce development obvious to all. They must assert and validate that importance.

They must do it soon.

## Community Colleges and Business

Community colleges can begin asserting their national role by proclaiming their history of working effectively with business and government in workforce development, but they must redefine their role from service provider as active partner. A much more explicit and organic role in national workforce development initiatives is essential. In particular, community colleges must seek to be a part of the system of planning and development, not simply to be one of many deliverers. Community college track records, individually and collectively, can make the case for such a role.

Community colleges have historically been significant parts of local business and industry attempts to maximize productivity through education and consultant services. In fact, they are often the primary source of workforce preparation and upgrading for local employers and are involved in a wide range of economic development partnerships and strategies. Community colleges can document a nationwide tradition of cooperation with business in workforce development with examples of customized training at the work site, retraining and cross-training programs for current employees, collaboration with local employers in designing educational programs that meet national standards, hands-on training with state-of-the-art equipment, workplace literacy programs that develop employees' math and language skills, recruitment and development of new or emerging industries, technical assistance to small business, technology transfer, labor market and economic development services, and one-stop career development services.

These innovative programs exist in various guises at community colleges, which must now build on past successes and a history of collaboration with local businesses to make a case nationally. Community colleges have already forged strong relationships with business in workforce development, but they must now work through those partnerships to initiate national collaboration in workforce development. They must join with business to make the national case that community colleges are already doing what others at the national level are just beginning to consider.

A case in point is the Department of Labor proposal for one-stop career centers. The services described in the plan are already in the repertoires of community colleges, yet the proposal's initial design seemed to create a PIC-like structure that simply duplicated what community colleges already offered. Had the successful history of community colleges in providing these services been known, a very

different design, one that uses the existing services of community colleges, might have been part of the initial plan.

Community colleges always have been in the business of preparing a diverse workforce. While they should be obvious candidates for inclusion in a national workforce development strategy, they cannot assume that the designers of the strategy see them as such. With a national, community college-based education and service system already potentially in place, community colleges must emphasize their long history of collaboration with business and government in developing a diverse workforce.

## A National Network

Even though a convincing general argument about the value of community colleges in workforce development can be made, at present community colleges vary widely in the ways in which they provide services to diverse populations and to local business and industry. Depending on local needs and populations, they perform these functions in ways that are appropriate and meaningful to their communities. Because of their local focus, community college efforts to assume active leadership in national labor force planning and development have been inconsistent and sporadic. It is essential now to create a network among community colleges that will provide greater consistency and uniformity of effort.

Greater consistency can easily be developed by including within any system of workforce development means of disseminating information and coordinating efforts among service deliverers. While community colleges will always remain under local control and serve local needs, a coordinating network can reduce duplication of effort and provide the most cost-efficient method of achieving national workforce preparation goals at a local level.

The primary impediment to defining a consistent national role in workforce development is cost. In a recent report on customized training, the League for Innovation cited many cost factors, as obstacles to effective workforce preparation programs, among them employers' inability to afford necessary training and inadequate support for up-front costs like curriculum development.[3] Federal funds for development, start-up, and staff training costs would greatly assist the development of this collaborative network of colleges supporting the national workforce strategy.

Community colleges must organize to make this network and its funding possible. Only by asserting leadership and making clear their long, successful history of preparing a diverse workforce will they be acknowledged as an important catalyst in providing business and industry a pool of well-trained, flexible, technologically adept workers. Local successes--local partnerships and resources individual colleges have already developed--can become part of a comprehensive national strategy through an informational network.

The history, mission, and experience of community colleges have already placed them strategically to train the new workforce. Community colleges are the likeliest collaborators in and implementers of a national workforce strategy. If they are to take on this role, though, it must be clear that they are not simply serving local needs. A network that compiles cumulative information for government and provides consistent workforce preparation models for its members would make clear the national impact--and national importance--of community colleges in the development of a diverse workforce. Community colleges must assert that importance as well as the need to be included explicitly in planning, legislation, and implementation of workforce development plans.

## General Recommendations

Community colleges provide the best, most efficient, most cost-effective educational option for developing a productive workforce that is culturally, ethnically, economically, and socially diverse. Accessible to the population within their service delivery areas, they provide flexible delivery of a variety of educational choices: occupational education, training and retraining, basic and literacy skills, workplace skills, and technical skills. Their educational environments are educationally, psychologically, and culturally sensitive to diverse populations: ethnic and racial minorities, women, the elderly, displaced workers, displaced homemakers, the physically, economically, or academically disadvantaged, and those who lack basic language skills. And they have years of experience as partners in local economic development initiatives.

Despite this history of reliable workforce preparation and collaboration with business and government in workforce development, community colleges have not yet asserted or claimed a central role in the evolving national workforce development strategy. The central recommendation of this paper is a call to do precisely that. The National Council for Occupational Education recommends the following strategies to aid community colleges in asserting their central role in this most important national endeavor.

## National Action

1. Since a federal national workforce development strategy seems to be evolving, national community college organizations, especially AACC or its affiliates, should assert the necessity that community colleges be included in its planning and development because of their history and mission of serving diverse populations and the needs of the business community.
2. Community colleges, individually and through their national organizations, should make every effort to influence legislation to assure they are included as an essential, explicit part of the national workforce development strategy.
3. AACC or one of its affiliates should design and seek funding for a national informational network of community colleges, within the workforce development strategy, to coordinate educational initiatives for preparation of the new, diverse workforce.
4. NCOE should make a concerted attempt to assure, that the recommendations of *Productive America*,[4] an NCOE study commissioned by the U.S. Department of Labor, that deal with diversity issues are included within the workforce development strategy.
5. National community college organizations and national representatives of business and labor should coordinate efforts to raise the awareness of employers and employees about community colleges as providers of a wide range of workforce development services and tailored educational services for diverse populations.
6. NCOE should develop a Resource Manual to help stimulate and coordinate community college efforts in workforce development nationwide, particularly as they affect diverse populations.
7. NCOE should initiate a collaborative effort with the National Council for Staff, Program, and Organizational Development (NCSPOD), the National Community College Chairs' Academy (NCCCA), the National Council for Instructional Administrators (NCIA), the Association of Community College Trustees (ACCT), the National Institute for Staff and Organizational Development (NISOD), the Center for Occupational Research and Development (CORD), the National Center for Research in Vocational Education (NCRVE), the National Council on Community Services and Continuing Education (NCCSCE), the National Career Development Institute, the League for Innovation, the American Vocational Association (AVA), the American Technical Education Association (ATEA),and others to provide national and regional workshops on diversity and workforce preparation issues and to seek funding, where necessary, to make the workshops possible.

## Local Action

1. Each college should assess its readiness to be a part of a national workforce development strategy that helps employers meet the needs of a diverse workforce. This self-assessment should begin with a review of the institutional mission, to ensure a unified and dedicated commitment to deal with diversity issues and challenges of preparing the local workforce.
2. Each college should assess the readiness of its faculty and staff to serve diverse populations. These assessments should include consideration of staff attitudes, staff awareness of cultural issues affecting their students, representation of diverse populations on staff, and representation of cultural differences within the curriculum. Colleges should create professional development programs that address these areas and include instructional methodology, technology, and support services sensitive to the nature and character of the groups they serve.
3. Colleges should assess their structures and, where necessary, modify and realign services to assure maximum effectiveness and responsiveness in meeting the education and support needs of the diverse workforce. Institutions should ensure that organizational structures are conducive to the delivery of services to nontraditional and under prepared students.
4. Colleges should strengthen their programs by focusing curricula on the workplace needs of both employers and the diverse workforce. In addition to providing job specific content, institutions must ensure that instruction is competency-based, uses a variety of methods to accommodate different learning styles, and incorporates appropriate technology. Finally, whatever the needs of employers or workforce, curricula should integrate fundamental competencies, such as those found in *The Secretary's Commission on Achieving Necessary Skills* (SCANS)[5] report, by the U.S. Department of Labor.
5. Colleges should initiate formal assessment programs for services and education programs to assure their effectiveness for diverse populations of students/future workers. This assessment should include the application of national, job-specific standards for measuring workforce preparation to document successes and make appropriate improvements.
6. Community colleges should use their current partnerships with business and develop new ones to increase the awareness of employers about the nature, composition, and needs of the emerging diverse workforce.

7. Community colleges should actively promote and engage their resources for the economic development of their community. Such initiatives should include expanded partnerships with the business community and sharing of resources for economic development as well as creative applications of cooperative education, Tech-Prep, apprenticeship, and other innovative vocational programs.

8. To reinforce and support national efforts to define the community college role in preparing the diverse workforce, local community colleges should provide information on their successful efforts, as well as their needs, to their state and federal legislators, other key policy-makers, and state Departments of Labor, Education, and Commerce; to the national network mentioned in National Recommendation 3 for communication to federal Departments of Labor, Education, and Commerce and Congress; and to leaders in business, industry, community, labor, and national organizations.

# Conclusion

Workforce development is both a national and local priority, and diversity is just one question among many that must be considered within that priority. But it is a critically important issue, perhaps the most important one in workforce development planning. NCOE feels that diversity issues are so important that separately it is publishing this paper and its Resource Manual. Although they are companion pieces to a more general statement on workforce development, "Workforce Redevelopment: What Community Colleges Can Do," their separate publication underlines the fact that diversity issues need much more attention than they have had to date, both locally and nationally.

It will take sincere, well-coordinated efforts on federal, state, and local levels to assure that issues of workforce development and diversity are addressed. Such initiatives are possible without the creation of additional governmental programs if it is recognized, by a combination of community college assertion and governmental attention, that community colleges across the nation are already effectively preparing the very populations that will constitute the workforce of the future. Any new workforce development strategy must recognize the central place community colleges have already played in preparing the workforce of the United States and in dealing with the needs of the very diverse populations that will have to be the primary focus of any new workforce development strategy.

The National Council for Occupational Education stands ready to assist national, state, and regional planners and implementers in the development of this strategy. We believe, however, that any

strategy that does not explicitly include community colleges ignores an essential partner in workforce development, and that community colleges must respond assertively when asked to participate in workforce development. Community colleges should be a part of the whole process of workforce development from initial design through provision of services, at federal, state, and local levels, and they must do everything possible to ensure that they are.

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[4] The National Council for Occupational Education and The American Association of Community and Junior Colleges. *Productive America. Two-Year Colleges Unite to Improve Productivity in the Nation's Workforce.* Reports 1 and 2, Chicago, IL, January, 1990.

[5] What Work Requires of Schools. *A SCANS Report for America 2000.* Washington, D.C.: U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills, 1991.

# NCOE Task Force Issues

NCOE has task forces addressing major issues currently facing occupational education and workforce development. These task forces, their objectives and leadership are listed below.

### Workplace Literacy

Analyze the level and scope of the community college role in developing workplace literacy. Survey community college activity in this realm. Support regional workshops and seminars to consider issues and bring literacy in the workplace to the forefront.

A coordinated project with the National Council for Continuing Education.

Chair: Charlotte Lee *Terra Technical College*

### Tech Prep

Analyze issues and strategies in developing Tech Prep coalitions and programs. Compile critical components and barriers to Tech Prep programs with suggested directions to proceed.

Chair: Darrell Berry *Delta College*

### Faculty Development

Clarify what professional development is and how it is established and supported in policy. Survey AACC members for current practices and sample programs.

Chairs: Marlene Hall
*Community College of Denver*
Jim Hoerner
*VA Polytech Institute & State University*

### Diversity

Analyze impact and interrelationship of occupational education with diversity and demographics in the workforce and relate to the national agenda. Develop strategies and examples of successful activities and a technical manual.

Chairs: Diane Troyer
*Harford Community College*
Raul Ramirez
*El Paso Community College*

### Coordination of Workforce Development

Examine workforce preparation issues in relation to national policy including strategies that integrate collaboration and coordination between legislature, agencies, and education. Identify barriers, develop standards and measures, and clarify options to deliver optimal education and service.

Chairs: Robert Mundhenk
*Northampton Community College*
Patricia Donohue
*St. Louis Community College*

### Work Based Learning

Analyze size and scope of work based learning efforts in community colleges. Define terms and survey institutions.

A coordinated project with the National Center for Research in Vocational Education.

Chair: Russell Hamm *College of Lake County*

### Homeless: Workforce Preparation

Clarify barriers the homeless face in seeking a role in the workforce. Develop options to provide occupational education and support successful transitions.

Chair: Lynn Slater *El Paso Community College*

## NCOE Activities and Benefits

As an organization of over 1,000 members, the list of sponsored initiatives and activities are numerous and varied. NCOE is a volunteer organization and its success depends on the personal commitment of time, energy, and resources of its members and their institutions. The following list is an example of how the organization organizes itself to meet its mission and objectives:

1. It publishes position papers, monographs, directories, newsletters, and participates in a journal. Examples:

   the *Journal of Studies in Technical Careers*,

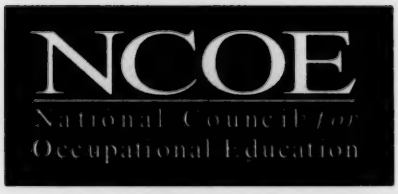
   the Council's *NCOE Newsletter*,

   the *NCOE Monograph Series* on occupational education issues,

   the annual *Membership Directory* for access to the NCOE network

2. It addresses major issues facing occupational education and workforce development through **Task Force** study and stimulating discussion on inter-governmental, inter-collegiate basis.
3. It offers a national network, organized by regions and states, connecting more than 500 two-year colleges on technical education issues.
4. It underwrites research programs and surveys that investigate the strengths and challenges of two-year college occupational education.
5. It sponsors national conferences, workshops, and seminars on national issues. The national conference is held in October.
6. It gathers and circulates ideas and models.
7. It monitors, reports on, and directly supports national legislation that enhances two-year college's abilities to deliver quality education.
8. It works directly with the U.S. Departments of Education and Labor.
9. It works directly with the National Center for Research in Vocational Education.

***National Council for Occupational Education***
***Monograph Series***




# Preparing a Diverse Workforce for the Twenty-First Century

***A Resource Manual***

Prepared by the NCOE Diversity Task Force

J. D. Ross, Co-Chair
Lydia Tena Perez, Co-Chair

May, 1996



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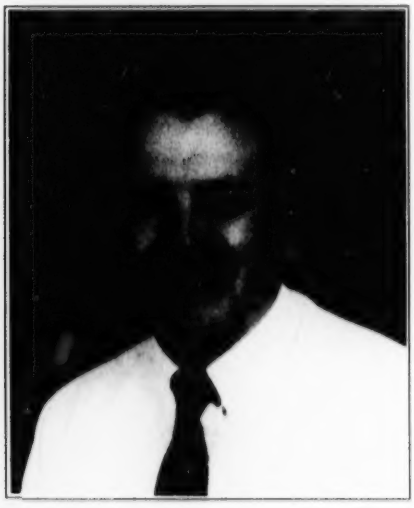
# Dedication

The National Council for Occupational Education (NCOE) Board of Directors is pleased to dedicate this Resource Manual to the memory of Darrell Berry. Darrell, who was employed at Delta College in Michigan, served the NCOE as a Regional Representative, as a member of the Diversity Task Force, and as the Vice President for Regional Affairs. In addition, he was the chairperson for the NCOE National Conference held in Chicago in October 1994. Attributable in large part to Darrell's outstanding efforts, this was the most successful conference ever held by the Council in terms of attendance.

Professionally, Darrell will be remembered for the quality and quantity of his work, for his wisdom, and for his commitment to the NCOE and occupational/technical education. Personally, he will be remembered for his sense of humor, his warmth, his caring nature, and his never ending smile.



Darrell Berry

# Mission and Goals

The **National Council for Occupational Education** is a private, nonprofit, professional organization committed to promoting excellence and growth in occupational education. As an affiliate council of the American Association of Community Colleges, NCOE provides a national forum for occupational, vocational, technical, career education, and economic development professionals; and faculty, business, labor, military, and government representatives to affect and direct the future of work-related education globally, and the role of two-year colleges in this arena.

## NCOE'S Primary Goals

- Provide a national forum in occupational education and economic development;
- Support federal and state legislation enhancing postsecondary education and economic development;
- Advise the American Association of Community Colleges on policy development affecting occupational education;
- Provide critical information to members on current and future trends;
- Provide leadership through national and regional research studies, projects, and conferences; and
- Link NCOE members to other important organizations whose missions and goals are similar to those of the national council.

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## Introduction

In 1994, the National Council for Occupational Education published a position paper entitled *Preparing a Diverse Workforce for the Twenty-First Century*. The paper, prepared for the Council by its Diversity Task Force, examined the implications presented by the changing demographics in the American workforce and the potential mismatch with the increasingly technological work environment. The document concluded with some general recommendations which included national and local action plans. It also identified the roles community colleges should play in assisting the country to develop a more culturally, ethnically, economically, socially diverse, and productive workforce.

This resource manual, a companion document to the position paper, consists of two sections. The first is a self-assessment instrument which is designed to assist colleges in looking critically at how well their institutions are preparing students to enter a work environment which is likely to be dramatically impacted by diversity. The self-assessment instrument was developed with input from educators across the country who have had success in implementing effective programs which serve diverse populations. The second section of the manual consists of ten exemplary programs, selected for their outstanding approaches to serving students from diverse backgrounds.

The National Council for Occupational Education is grateful to the seventy-seven institutions that submitted exemplary programs for consideration. Though only ten are presented here, the quality and variety of programs the task force received gives ample evidence that community colleges remain the leaders in providing outstanding educational opportunities to people from diverse backgrounds.

# Purpose of the Institutional Self-Assessment Instrument for Preparing a Diverse Workforce

This instrument is designed to determine how effectively a community college prepares a workforce composed of individuals with diverse backgrounds. The items in the instrument reflect the common characteristics and strengths of exemplary programs which have been found to meet the needs of a diverse population.

The instrument is recommended for use as an internal planning and evaluation tool to develop strategies to celebrate areas of excellence and correct those areas which may need development or strengthening.

Community colleges have a clear role in workforce development within the context of the increasingly diverse population which will represent the American workforce in the next century. The National Council for Occupational Education (NCOE) has provided this tool to stimulate the responsiveness of community colleges to the significant demographic and economic changes in meeting community goals for economic development.

## Who should be surveyed?

Each college should design a system of involvement based on its own unique characteristics and culture, with the goal of seeking the broadest range of involvement possible. An effective strategy might be to select a self-assessment team. This team would identify those to be surveyed, disseminate the instrument, tabulate results, and present the findings to the appropriate college officials.

## How should the results be used?

The college should use the collective results of the survey to provide direction for long-range planning; to identify gaps in service or responsiveness; to target new programs, services, or approaches; and to recognize and celebrate areas, programs, or services which are exemplary.

The following scoring and ranking scale can be used to assess the institution's commitment to addressing issues of diversity and to assist it in developing improvement interventions. It was developed by the writers of this paper to serve as a guide and is not research-based:

| Points | Description |
|---|---|
| 216 - 240 | Model Institution |
| 145 - 215 | Average Institution |
| 0 - 144 | Institution Needs Improvement |

## Background

This instrument was developed by the NCOE's Diversity Task Force, based on its position paper *Preparing a Diverse Workforce for the Twenty-First Century: A Call for Community College Action*. This publication provides recommendations to community colleges which flow from research and projections found in such publications as *Workforce 2000* and *Productive America*. Copies of the position paper can be obtained by contacting the NCOE National Headquarters at (614) 451-3577, by FAX at (614) 538-1914, or by e-mail at ncoe@ncoe.columbus.oh.us.

For the purpose of this self-assessment, "diversity" is defined as those qualities which distinguish an individual or group from others and usually pertain to the variety of individuals, cultures, customs, and socioeconomic statuses within a designated population.

The NCOE Diversity Task Force addressed the following two aspects of diversity in its deliberations:

- Diversity in the Current and Future Workforce: The workforce is undergoing a dramatic demographic shift from being predominantly white male to a workforce with an ethnic majority including Hispanic, Asian-American, and African-American. In addition, the workforce is becoming more female and includes increasing proportions of new immigrants and populations which have traditionally been underskilled and underprepared.

- Diversity and Gender Equity in Higher Education: The importance of ethnic diversity and gender equity for the future of higher education is generally accepted by most community college educators. The ways in which community colleges are able to effectively serve the new workforce will have a significant impact on economic development and productivity in the United States.

# Institutional Self-Assessment Instrument for Preparing a Diverse Workforce

| Instructions: | Rate your perceptions of your institution's performance in each of the following areas using the key listed below |
|---|---|

Key:
- 0 = Unable to rate
- 1 = Strongly disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly agree

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

**SECTION A: COMMITMENT**

1. The institution's mission statement clearly addresses diversity.

2. The institution's mission statement indicates a commitment to prepare the local workforce.

3. The institution's mission statement indicates a commitment to upgrade the local workforce through training and retraining efforts.

4. The institution provides a wide range of support services to meet the needs of diverse student populations.

5. Strategic planning documents contain goal statements related to improving services to diverse populations.

6. The college has institutionalized services for diverse students (e.g., non-grant funded).

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

**SECTION B: FACULTY AND STAFF READINESS**

1. Faculty and staff are aware of and sensitive to diversity issues.

2. Professional development programs contain elements which address diversity and assist staff to deal proactively with diversity issues.

3. The college community is actively involved in creating and maintaining a positive climate for nontraditional students on campus.

4. College staff are representative of the demographics of the college district:

   a. Full-time faculty

   b. Part-time faculty

   c. Non-instructional staff

   d. Administrative staff

5. Hiring practices reflect the institution's commitment to diversity.

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

**SECTION C: INSTITUTIONAL CLIMATE**

1. The college's organizational structure creates inter-departmental collaboration which assists individual units to deliver services and training to a diverse population of students.

2. The college's organizational structure encourages flexible and rapid responses to meet the needs of an emerging diverse workforce.

**SECTION D: CURRICULUM**

1. Local employers have validated the curriculum as meeting job-specific skills required in the workplace.

2. Business and industry standards for competence are used to benchmark student success.

3. Workforce development programs are competency-based with documentation of student outcomes.

4. Workforce development programs include basic skills such as those identified in SCANS.

5. The content of each course has been evaluated in terms of inclusiveness and sensitivity to cultural diversity.

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

6. Gender bias and sex stereotyping have been removed from all course materials.

7. Hands-on learning experience is provided on equipment which reflects local industry standards.

8. Educational program outcomes measure the effectiveness of workforce instruction according to job-specific standards.

9. Employers evaluate student/graduate performance based on program outcomes.

10. Programs are eliminated when labor market data fail to justify continuation.

**SECTION E: INSTRUCTIONAL DELIVERY/METHODOLOGY**

1. Faculty actively assess the learning styles of their students and implement appropriate delivery systems.

2. Delivery methods accommodate flexibility such as:

   a. Alternative scheduling

   b. Work-based sites

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

c. Distance learning

d. Flexible academic calendars

e. Other (list)

__ _____

_____

_____

3. Classroom assignments match teaching methodologies with effective learning environments.

4. Students' basic skills are assessed and the appropriate instructional delivery/methodology and support are available for remediation, i.e., tutors, CAI, and developmental courses.

**SECTION F: SERVICES**

1. The following services to prepare a diverse workforce are provided and evaluated:

a. Developmental instruction

b. Tutoring

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

c. Mentoring programs

d. Bridge programs for adults

e. Women's center or special services

f. Minority center

g. At-risk programs

h. Minority student recruitment

i. Minority student retention

j. Counseling

k. English as a Second Language

l. Child care

m. Student/peer mentoring

n. Faculty mentoring

o. Returning-adult services

2. Support services do not rely primarily on external sources for funding.

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

**SECTION G: BUSINESS PARTNERSHIPS**

| | | |
|---|---|---|
| 1. | Advisory committee membership reflects service area demographics, including gender, race, age, etc. | |
| 2. | Advisory committees meet frequently and deal with substantive issues. | |
| 3. | Advisory committee recommendations are accepted and acted upon by the college in good faith. | |
| 4. | The college assists employers to increase the awareness of the nature, composition, and needs of an emerging diverse workforce. | |
| 5. | There are effective linkages between business and industry and college diversity activities, i.e., recruitment, program marketing, and assistance with job placement. | |

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

**SECTION H: ECONOMIC DEVELOPMENT**

1. The college actively promotes and provides resources to support the economic development of the community.

| | | | | |
|---|---|---|---|---|
| | | | | |

2. The college has initiated partnerships with the business community to share resources and develop creative applications of cooperative education, Tech Prep, School-to-Work and apprenticeship programs.

| | | | | |
|---|---|---|---|---|
| | | | | |

3. The college reinforces and supports national efforts to prepare a diverse workforce, such as the Re-employment Act, Carl Perkins legislation, School-to-Work Opportunities Act, and JTPA.

| | | | | |
|---|---|---|---|---|
| | | | | |

4. The college is an active partner with other workforce development entities within the region, such as city/county government, urban and rural development authorities, economic development entities, local education agencies, and the private sector.

| | | | | |
|---|---|---|---|---|
| | | | | |

Scoring: Add all the scores for the above questions.

| Points | Description |
|---|---|
| 216 - 240 | Model Institution |
| 145 - 215 | Average Institution |
| 0 - 144 | Institution Needs Improvement |

# Exemplary Programs

Visions: Learning for Life Initiative

Nursing Success Program

Environmental Technology

Project H. I. R. E.

ESL and Electronics Technology

Minority Engineering Scholars

TMCC Smart Starts 2

Pathway Program for Nursing and Allied Health

Women in Technology

A. S. P. I. R. E.

**PROGRAM TITLE:** ***VISIONS: LEARNING FOR LIFE INITIATIVE***

**INSTITUTION:** Orangeburg-Calhoun Technical College
3250 St. Matthews Road
Orangeburg, South Carolina 29118-8299

**PROGRAM TYPE:** National Workforce Literacy

Program in Existence: 2.5 years
Program Enrollment (1994/95): 334
Budget (1994/95): $233,581
Funding: Grant - National Workplace

Contact Person: Chris L. Walsh, Program Director
Phone: (803) 535-1237
Fax: (803) 535-1388

**ABSTRACT:** Program objectives and target population: To increase the basic skills of front-line workers so that they can handle new technology, be promotable, and increase their productivity.

Unique strengths: The grant's purpose is to perfect a workplace "model" for effective teaching of basic skills through job application. Flexibility is built into the grant and creativity is encouraged. Metacognitive skills, cooperative learning techniques, and a whole language approach is used. Ninety-nine percent of students served increased in pre to post competency-based testing. Students at three workplace sites attended 6,493 hours of classes.

Partnerships: Local Adult Education, four industries as well as the technical college.

**DEMOGRAPHICS:** Type of Institution: Rural

| Demographics: | Institution | Area |
|---|---|---|
| Female | 70.0% | 53.0% |
| African American | 46.0% | 54.9% |
| Hispanic | .2% | .3% |
| Asian | .8% | .3% |
| Native American | .2% | .2% |
| White | 53.0% | 44.7% |
| Other | .6% | .1% |

College Unduplicated Headcount (Fall 1994):
Credit: 1,810 Non-Credit: 2,000

**PROGRAM TITLE:** ***NURSING SUCCESS PROGRAM***

**INSTITUTION:** Holyoke Community College
303 Homestead Avenue
Holyoke, Massachusetts 01040

**PROGRAM TYPE:** Associate Degree Nursing Program

Program in Existence: 3 years
Program Enrollment (1994/95): 40
Budget (1994/95): $119,397
Funding: Grant - US Health/Human Services

Contact Person: Diane Mango-Cahill, Grant Coordinator
Phone: (413) 552-2449
Fax: (413) 534-8975

**ABSTRACT:** Program objectives and target population: To increase the cultural, linguistic and racial diversity within the Nursing Program.

Unique strengths: Components I and II provide developmental level instruction in how to study, tutoring in nursing corequisite courses, entrance exam review workshops, academic advising and personal counseling. Component III provides academic and personal counseling to enable students to successfully complete nursing courses and pass the nursing licensing exam.

Partnerships: Graduate nurses share information on employment and advanced nursing education programs with current students.

**DEMOGRAPHICS:** Type of Institution: Urban

| Demographics: | Institution | Area |
|---|---|---|
| Female | 60.3% | 52.6% |
| African American | 3.5% | 4.4% |
| Hispanic | 11.2% | 6.4% |
| Asian | 1.5% | 1.5% |
| Native American | .8% | .4% |
| White | 72.7% | 87.1% |
| Other | 10.2% | .3% |

College Unduplicated Headcount (Fall 1994):
Credit: 3,558 Non-Credit: 1,055

**PROGRAM TITLE:** ***ENVIRONMENTAL TECHNOLOGY***

**INSTITUTION:** Technical College of the Lowcountry
P.O. Box 1288
Beaufort, South Carolina 29901

**PROGRAM TYPE:** Instructional-Degree and Certificate

Program in Existence: 2 years
Program Enrollment (1994/95): 32
Budget (1994/95): $33,570
Funding: Institutional & Title III Grant

Contact Person: Everett Feight, Department Head
Phone: (803) 525-8296
Fax: (803) 525-8330

**ABSTRACT:** Program objectives and target population: To provide military personnel leaving active duty and local water/waste treatment employers with skills to pursue and advance into careers in water and waste treatment.

Unique strengths: This program provides the only training in the industry and is one of only two such programs in the state.

Partnerships: The activity level of the Advisory Board creates solid partnerships with local business and industry.

Success indicators: The pass rate on the State Certification Board Examinations has been exceptional.

**DEMOGRAPHICS:** Type of Institution: Rural

| Demographics: | Institution | Area |
|---|---|---|
| Female | 60.0% | 51.0% |
| African American | 34.0% | 46.3% |
| Hispanic | 3.0% | 1.0% |
| Asian | 1.0% | 1.0% |
| Native American | 1.0% | .4% |
| White | 59.0% | 52.8% |
| Other | 3.0% | .6% |

College Unduplicated Headcount (Fall 1994):
Credit: 1,538 Non-Credit: 507

**PROGRAM TITLE:** ***PROJECT H.I.R.E.***

**INSTITUTION:** Bronx Community College
University Avenue & West 181st Street
Bronx, New York 10453

**PROGRAM TYPE:** Classroom Training in Building Trades

Program in Existence: 12 years
Program Enrollment (1994/95): 66
Budget (1994/95): $315,074
Funding: Grant - City Government.

Contact Person: Glenda M. Self, Director
Phone: (718) 220-6320
Fax: (718) 365-1429

**ABSTRACT:** Program objectives and target population: To provide hands-on training in building trades to academically and economically disadvantaged students.

Unique strengths: Sixty-five percent of participants will be placed in unsubsidized training-related employment at a starting wage of $7.00 per hour or more. Additionally, job retention remains above average.

Success indicators: In most recent contract period, enrollees were placed in jobs paying from $7.25 to $11.00 per hour.

**DEMOGRAPHICS:** Type of Institution: Urban

| Demographics: | *Institution | Area |
|---|---|---|
| Female | N/A | 8.0% |
| African American | N/A | 40.0% |
| Hispanic | N/A | 55.0% |
| Asian | N/A | 1.0% |
| Native American | N/A | 0.0% |
| White | N/A | 4.0% |
| Other | N/A | 0.0% |

*Institution information not available

College Unduplicated Headcount (Fall 1994):
Credit: 0 Non-Credit: 66

**PROGRAM TITLE:** ***ESL AND ELECTRONICS TECHNOLOGY***

**INSTITUTION:** Bunker Hill Community College
New Rutherford Avenue
Boston, Massachusetts 02129

**PROGRAM TYPE:** Integrated Vocational ESL Program

Program in Existence: 10 years
Program Enrollment (1994/95): 20
Budget (1994/95): $60,000
Funding: Institutional

Contact Person: Dr. David Massey, Program Director
Phone: (617) 228-2069
Fax: (617) 228-2082

**ABSTRACT:** Program objectives and target population: To provide rapid language acquisition and skills training suitable to the local job market as a response to the needs of recent immigrants.

Unique strengths: The program integrates the study of mathematics, electronics technology and ESL. With the encouragement of teachers, the students form a mutually supportive learning community as they progress through the program.

Success indicators: Outstanding Vocational Program in Northeast, U.S. Secretary of Education, 1988; Most Exemplary Vocational Education Program in Massachusetts, Massachusetts Department of Education, 1992.

**DEMOGRAPHICS:** Type of Institution: Urban

| Demographics: | Institution | Area |
|---|---|---|
| Female | 60.0% | 55.0% |
| African American | 22.3% | 22.3% |
| Hispanic | 9.3% | 12.2% |
| Asian | 15.2% | 15.2% |
| Native American | .8% | .3% |
| White | 49.6% | 58.5% |
| Other | 2.4% | .5% |

College Unduplicated Headcount (Fall 1994):
Credit: 6,304 Non-Credit: 500

**PROGRAM TITLE:** ***MINORITY ENGINEERING SCHOLARS***

**INSTITUTION:** St. Louis Community College
300 S. Broadway
St. Louis, Missouri 63102-2810

**PROGRAM TYPE:** Pre-engineering Transfer Program

Program in Existence: 7 years
Program Enrollment (1994/95): 30
Budget (1994/95): $60,000
Funding: Industry Scholarships

Contact Person: Dr. Henry D. Shannon, President
Phone: (314) 644-9743
Fax: (314) 644-9999

**ABSTRACT:** Program objectives and target population: To effectively increase the numbers of minorities who choose to follow a career path in engineering. Uses a 2+2 format to attract, encourage and support promising minority students.

Unique strengths: Students completing the pre-engineering studies are automatically transferred to University of Missouri-Rolla as juniors; are eligible for scholarships and paid internships; and receive advising, counseling, and tutorial services.

Partnerships: Emerson Electric Company and University of Missouri-Rolla.

Type of Institution: One Urban/Two Suburban

**DEMOGRAPHICS:**

| Demographics: | Institution | Area |
|---|---|---|
| Female | 61.0% | 60.1% |
| African American | 20.2% | 17.0% |
| Hispanic | 1.0% | 1.1% |
| Asian | 1.8% | * |
| Native American | .4% | * |
| White | 75.9% | 81.5% |
| Other | .6% | 1.5% |

*Included in "Other"

College Unduplicated Headcount (Fall 1994):
Credit: 29,002 Non-Credit: 26,100

**PROGRAM TITLE:** ***TMCC SMART STARTS 2***

**INSTITUTION:** Truckee Meadows Community College
4001 S. Virginia, Old Town Mall
Reno, Nevada 89502

**PROGRAM TYPE:** Short Term Occupational Training

Program in Existence: 3 years
Program Enrollment (1994/95): 200
Budget (1994/95): $258,706
Funding: Grant - Carl Perkins

Contact Person: Sandra Borrelli, Program Coordinator
Phone: (702) 829-9020
Fax: (702) 829-9027

**ABSTRACT:** Program objectives and target population: To provide employability skills, computer skills, and occupational educational skills to the economically disadvantaged, disabled, single parents, foster children, incarcerated and to those with limited English proficiency.

Unique strengths: A strong support system for all students, individualized intake, internships, job placement, and the strength of community agencies to assure all student needs are met.

Partnerships: Business community, educational institutions, state agencies, community service agencies, thrift stores (for clothing) and the Sheriff's Office.

**DEMOGRAPHICS:** Type of Institution: Urban

| Demographics: | Institution | Area |
|---|---|---|
| Female | 59.6% | 49.5% |
| African American | 2.0% | 2.3% |
| Hispanic | 5.8% | 10.6% |
| Asian | 4.8% | 4.7% |
| Native American | 2.9% | 1.9% |
| White | 77.0% | 87.0% |
| Other | 7.4% | 4.0% |

College Unduplicated Headcount (Fall 1994):
Credit: 15,100 Non-Credit: 1,500

**PROGRAM TITLE:** ***PATHWAY PROGRAM FOR NURSING AND ALLIED HEALTH***

**INSTITUTION:** St. Petersburg Junior College
P.O. Box 13489
St. Petersburg, Florida 33733

Assist Disadvantaged Students

**PROGRAM TYPE:** Program in Existence: 3 years
Program Enrollment (1994/95): 126
Budget (1994/95): $57,185
Funding: Grant - Carl Perkins

Contact Person: Tonjua Williams, Program Coordinator
Phone: (813) 341-3767
Fax: (813) 341-3770

**ABSTRACT:** Program objectives and target population: To help academically and economically disadvantaged and other under-represented (ethnic, gender, disabled, etc.) students to gain entry into their chosen nursing and allied health fields.

Unique strengths: Expansive diversity among nursing and allied health programs. Providing students with preparatory courses, tutors, and mentors to increase success rates.

Success indicators: Named "Best Practice Program" for disabled, disadvantaged and other targeted populations, by Florida Department of Education and Florida Vocational Association, 1994.

**DEMOGRAPHICS:** Type of Institution: Urban

| Demographics: | Institution | Area |
|---|---|---|
| Female | 61.0% | 47.0% |
| African American | 6.7% | 8.0% |
| Hispanic | 3.6% | * |
| Asian | 3.1% | * |
| Native American | .9% | * |
| White | 85.6% | 91.0% |
| Other | 0.0% | 0.0% |

*Calculated in county as one group = 1.0%

College Unduplicated Headcount (Fall 1994):
Credit: 22,935 Non-Credit: 28,975

**PROGRAM TITLE:** ***WOMEN IN TECHNOLOGY***

**INSTITUTION:** El Paso Community College
P.O. Box 20500
El Paso, Texas 79998

**PROGRAM TYPE:** Nontraditional Training for Women

Program in Existence: 6 years
Program Enrollment (1994/95): 9,000
Budget (1994/95): $315,791
Funding: Grants and Industry

Contact Person: Vicky Di Benedetto, Program Director
Phone: (915) 757-5085
Fax: (915) 757-5810

**ABSTRACT:** Program objectives and target population: To increase the number of women entering nontraditional technical/vocational training, education, and ultimately, occupations by assisting them in clarifying their realistic options, and providing a system of needed support services.

Unique strengths: The project staff is a model of networking and cooperation with a myriad of agencies locally, statewide, and nationally, all in the promotion of equity for females through educational opportunities with the emphasis on personal responsibility.

Partnerships: Employers, elementary and secondary educational institutions, social service, and nonprofit organizations.

**DEMOGRAPHICS:** Type of Institution: Urban

| Demographics: | Institution | Area |
|---|---|---|
| Female | 60.6% | 51.4% |
| African American | 3.3% | 3.7% |
| Hispanic | 81.7% | 69.6% |
| Asian | .8% | 1.1% |
| Native American | .4% | .4% |
| White | 14.2% | 76.5% |
| Other | .1% | 18.2% |

College Unduplicated Headcount (Fall 1994):
Credit: 22,264 Non-Credit: 10,205

**PROGRAM TITLE:** ***A.S.P.I.R.E.***

**INSTITUTION:** Sacramento City College
3835 Freeport Blvd.
Sacramento, California 95822

**PROGRAM TYPE:** College Faculty Recruitment

Program in Existence: 3.5 years
Program Enrollment (1994/95): 30
Budget: $829
Funding: Grant - State

Contact Person: Tonya Hilligoss, Program Director
Phone: (916) 288-3451
Fax: (916) 288-0505

**ABSTRACT:** Program objectives and target population: To identify community college students from underrepresented groups who have the potential to become community college instructors, and to provide them with experiences that will help them reach that goal.

Unique strengths: The project's greatest potential lies in the future when A.S.P.I.R.E. graduates will join the pool of applicants for community college teaching positions. They will come to academic and vocational classrooms with the intelligence and enthusiasm that led faculty to nominate them for the project, but because of their experience they will come much better prepared than they would have otherwise.

Success indicators: Highlighted in a March 1993 article in Hispanic Outlook in Higher Education.

**DEMOGRAPHICS:** Type of Institution: Urban

| Demographics: | Institution | Area |
|---|---|---|
| Female | 57.8% | 52.5% |
| African American | 13.5% | 14.6% |
| Hispanic | 14.1% | 17.9% |
| Asian | 22.0% | 16.7% |
| Native American | 1.8% | .9% |
| White | 44.5% | 49.5% |
| Other | 4.2% | .3% |

College Unduplicated Headcount (Fall 1994):
Credit: 16,103 Non-Credit: N/A

# NCOE Task Force Issues

NCOE has task forces addressing major issues currently facing occupational education and workforce development. These task forces, their objectives and leadership are listed below.

### Accountability - Skills Standards

This task force is developing an annotated bibliography of the current status of skills standards and an implementation guide to assist colleges to develop curricula which are responsive to the skills standards perspective.

Chair: Norval Wellsfry, *Sacramento City College*

### Diversity

The NCOE Diversity Task Force was established to examine issues of workforce diversity. Goals for the task force include publishing a position paper on the topic and developing a resource manual which can be used by community colleges to strengthen their efforts to prepare a diverse workforce.

Chairs: J. D. Ross, *Joliet Junior College*
Lydia Tena Perez, *El Paso Community College*

### Focusing Programs and Structures for the 21st Century

This task force will clarify new worker and employer needs, emerging careers, and indicators of successful workforce preparation programs.

Chair: Susan B. Carreon, *Pasadena City College*

### Homeless: Workforce Preparation

This task force will clarify barriers the homeless face in seeking a role in the workforce. Options will be developed to provide occupational education and support successful transitions.

Chair: Lynn Slater, *El Paso Community College*

### Governmental Relations

The task force will develop an information resource list and handbook to be used by community college administrators, faculty, and board members for advocacy networks and responses.

Chairs: Judy Dresser, *Lake Washington Technical College*
Bonita Campbell, *St. Louis Community College*

### School-to-Work (STW)

The NCOE STW Task Force will clarify its concerns and focus on effective solutions as the national initiative develops.

Chairs: Russell E. Hamm, *Arapahoe Community College*
Patricia C. Donohue, *St. Louis Community College*

# NCOE Activities and Benefits

As an organization of over 1,000 members, the list of sponsored initiatives and activities are numerous and varied. NCOE is a volunteer organization and its success depends on the personal commitment of time, energy, and resources of its members and their institutions. On the following list are examples of how NCOE achieves its mission and objectives:

1. Publishes position papers, monographs, directories, and newsletters. Examples:

    - NCOE Newsletter, *WORKPLACE*
    - the NCOE *Monograph Series* on occupational education issues
    - the annual *Membership Directory* for access to the NCOE network

2. Offers a national network, organized by regions and states, connecting more than 500 two-year colleges on technical education issues.

3. Underwrites research programs and surveys that investigate the strengths and challenges of two-year college occupational education.

4. Sponsors national conferences, workshops, and seminars on national issues.

5. Gathers and circulates ideas and models.

6. Monitors, reports on, and directly supports national legislation that enhances two-year colleges' abilities to deliver quality education.

7. Works directly with the U. S. Departments of Education and Labor.

8. Works directly with the National Center for Research in Vocational Education.

9. Facilitates member sharing and networking through the NCOE listserv on the Internet.